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PGME Program Director Policy

Office of Accountability:	Faculty of Medicine & Dentistry (FoMD)
Office of Administrative Responsibility:	Postgraduate Medical Education (PGME)
Approver:	Postgraduate Medical Education Committee
Classification:	Governance and Administration
Scope:	Compliance with this policy extends to all members of the PGME community, including residency programs and Area of Focused Competence (AFC) programs.

Overview

Various stakeholders, including Department Chairs, Academic Department Managers, and others, often ask the PGME office to outline the role of the Residency Program Director or AFC Program Director (hereby referred to as Program Director). To do so, the following institutional accreditation standards apply as listed in the General Standards of Accreditation for Institutions with Residency Programs as set by the Canadian Residency Accreditation Consortium (CanRAC)

- 1.2.4 The postgraduate dean is involved in the appointment and continuous professional development of each program director.
 - 1.2.4.1 There is a standardized job description for program directors that outlines the mandate, expectations, supports, resources, protected time, reporting and accountability for this role.
 - 1.2.4.2 There is a collaborative process between the academic lead of the discipline and the postgraduate dean for the appointment of each program director.
 - 1.2.4.4 The postgraduate dean contributes to the orientation, mentorship, and continuous professional development of program directors.
 - 1.2.4.5 There is an effective process using multiple sources of feedback, for regular and formal review of each program director’s performance, conducted collaboratively between the academic lead of the discipline and the postgraduate office.

Program Directors must also ensure their role meets the applicable general standards - either the Standards of Accreditation for Residency Programs in Family Medicine or the General Standards of Accreditation for

Residency Programs or the General Standards of Accreditation for Areas of Focused Competence Programs as set by CanRAC.

Purpose

This policy outlines the principles that apply to the role of the Program Director. This includes the selection, appointment, orientation, mentorship, continuous professional development, job description, time requirement, and performance assessment of Program Directors.

POLICY

The following principles apply to the role of the Program Director:

1. The role of the Program Director must align with national standards of accreditation.
2. The Associate Dean of PGME must provide oversight over the program directors in accordance with the national standards of accreditation.
3. Procedures and job description pertaining to the role of the Program Director must balance the need to promote consistency amongst Program Directors while providing sufficient flexibility to account for the differences amongst Program Directors and their contexts.

DEFINITIONS

Definitions are listed in the sequence they occur in the document (i.e. not alphabetical).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
General Standards of Accreditation for Institutions with Residency Programs	The General Standards of Accreditation for Institutions with Residency Programs are national standards that apply to the accreditation of institutions with residency programs. These standards are maintained by the Canadian Residency Accreditation Consortium which includes the Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC), and Collège des médecins du Québec (CMQ). The standards apply to faculties of medicine, postgraduate offices, and learning sites, written to provide a framework which aims to provide clarity of expectations, while maintaining flexibility for innovation.
Canadian Residency Accreditation Consortium or CanRAC	The Canadian Residency Accreditation Consortium is composed of the three residency education accrediting colleges in Canada: Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC) and Collège des médecins du Québec (CMQ).
Academic Lead	The individual responsible for an academic department/division (e.g. Department Chair, Division Lead). For example, the appointment of all new Residency Program Directors requires joint approval from the Department Chair and the Associate Dean of PGME.
Standards of Accreditation for Residency Programs in Family Medicine	The Standards of Accreditation for Residency Programs in Family Medicine are national standards maintained by the Canadian Residency Accreditation Consortium which includes the Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC), and Collège des médecins du Québec (CMQ). The standards apply to faculties of medicine, postgraduate offices, and learning sites, written to provide a framework which aims to provide clarity of expectations, while maintaining flexibility for innovation.
General Standards of Accreditation for Residency Programs	The General Standards of Accreditation for Residency Programs are national standards maintained by the Canadian Residency Accreditation Consortium which includes the Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC), and Collège des médecins du Québec (CMQ). The standards apply to faculties of medicine, postgraduate offices, and learning sites, written to provide a framework which aims to provide clarity of expectations, while maintaining flexibility for innovation.



<p>General Standards of Accreditation for Areas of Focused Competence Programs</p>	<p>The General Standards of Accreditation for Areas of Focused Competence (AFC) Programs are a national set of standards maintained by the Royal College of Physicians and Surgeons of Canada for the evaluation and accreditation of AFC programs. The standards provide high, uniform expectations for the design and delivery of AFC education, with the aim of ensuring that AFC programs adequately prepare trainees to meet the health care needs of their patient population(s) upon completion of training. The standards include requirements applicable to AFC programs and learning sites, and have been written in alignment with a standards organization framework that aims to provide clarity of expectations, while maintaining flexibility for innovation.</p>
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